OCR
RECOGNISING ACHIEVEMENT

SPECIMEN

GCSE

LATIN
Latin Translation and Comprehension (Higher Tier)
Specimen Paper

H **A401**

Time: 1 hour

Candidates answer on the question paper.
Additional materials:
None

Candidate Forename

Candidate Surname

Centre Number

Candidate Number

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 60.

This document consists of **7** printed pages and **1** blank page.

[Turn over

Answer all the questions.

Read the passage and answer the questions.

Nero got rid of his mother's favourite, Pallas. Agrippina then turned against her son and supported his rival to the throne, Britannicus.

postquam Nero Pallantem expulit, Agrippina, mater imperatoris, iratissima erat. statim filium minari coepit. 'Britannicus,' inquit, 'cuius pater erat imperator Claudius, iam adultus est. ille, non filius meus, imperator esse debet.' Nero, his verbis territus, Britannicum interficere constituit. hoc aperte facere nolebat, quod cives Romani Britannicum maxime amabant; itaque militi cuidam imperavit ut venenum in cibum Britannici poneret. Britannicus tamen, consumpto veneno, non mortuus est.

Vocabulary

Nero, Neronis (m)	Nero
Pallas, Pallantis (m)	Pallas
Agrippina, Agrippinae (f)	Agrippina
minor, minari, minatus est	I threaten
Britannicus, Britannici (m)	Britannicus
Claudius, Claudii (m)	Claudius
adultus, adulti (m)	adult
aperte	openly
venenum, veneni (n)	poison

1 *postquam Nero Pallantem expulit, Agrippina, mater imperatoris, iratissima erat* (line 1): after Nero got rid of Pallas, how did Agrippina feel?

....**[2]**

2 *statim filium minari coepit* (lines 1-2): what did Agrippina begin to do as a result of feeling this way?

....**[2]**

3 *'Britannicus,' inquit, 'cuius pater erat imperator Claudius, iam adultus est'* (line 2): what two facts does Agrippina give here about Britannicus?

....**[2]**

4 *ille, non filius meus, imperator esse debet* (lines 2-3): what was Agrippina's opinion about who should be the emperor?

....**[2]**

5 *Nero, his verbis territus, Britannicum interficere constituit* (line 3).

(a) Write down the Latin phrase which shows Nero's reaction to what Agrippina said.

....**[1]**

(b) Give the meaning of this Latin phrase.

....**[2]**

(c) What did Nero therefore decide to do?

....**[1]**

6 *hoc aperte facere nolebat, quod cives Romani Britannicum maxime amabant* (lines 3-4): why did Nero not wish to kill Britannicus openly?

.... **[3]**

7 *itaque militi cuidam imperavit ut venenum in cibum Britannici poneret, Britannicus tamen, consumpto veneno, non mortuus est* (lines 4-5):

(a) how did Nero attempt to kill Britannicus?

....**[3]**

(b) what happened next?

....**[2]**

[Turn over

Read and translate the passage.

Nero's second attempt was more successful but afterwards Agrippina began to plot against him. Nero reached a terrible decision.

olim Britannicus cum amicis sedebat ut cenam consumeret. quod timebat ne <u>quis</u> se occidere conaretur, semper iubebat unum ex servis omnem cibum vinumque <u>prius</u> <u>gustare</u>. tum, ubi <u>poculum</u> vini a servo accepit, in quod nullum <u>venenum</u> positum erat, Britannicus iussit servum aquam vino <u>addere</u>.

Vocabulary
quis	(here) someone
prius	beforehand
gusto, gustare, gustavi, gustatus	I taste
poculum, poculi (n)	cup
venenum, veneni (n)	poison
addo, addere, addidi, additus	I add

8 Translate the passage above into good English.

....

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....

....

....

....

....**[20]**

Read the passage and answer the questions.

sed in hac aqua fuit <u>venenum</u>, validius quam antea. <u>venenum</u> per totum corpus Britannici tam celeriter <u>pervasit</u> ut mox loqui non posset. eo tempore Agrippina intellexit filium suum iam mori. Agrippina ad tantam iram morte Britannici mota est ut Nero nullis donis eam <u>placare</u> posset. Agrippina, inimicis Neronis ad se vocatis, consilium contra Neronem parare coepit. hoc cognito, Nero matrem misit in aliam domum ne <u>nobiles</u>, qui saepe ad domum suam venire solebant, matrem quoque <u>visitarent</u>. Agrippina, iam ab omnibus amicis relicta, nesciebat quid facere deberet. interea Nero constituit matrem suam necare.

Vocabulary
pervado, pervadere, pervasi, pervasus	I spread through
placo, placare, placavi, placatus	I appease, pacify
nobiles, nobilium (m pl)	nobles
visito, visitare, visitavi, visitatus	I visit

9 *validius quam antea* (line 1): what was different about the poison this time?

....**[1]**

10 *venenum per totum corpus Britannici tam celeriter pervasit ut mox loqui non posset. eo tempore Agrippina intellexit filium suum iam mori.* (lines 1-2):

(a) what effect did the rapid spread of the poison have on Britannicus?

....**[1]**

(b) what did Agrippina realise when she saw this?

....**[1]**

11 *Agrippina ad tantam iram morte Britannici mota est ut Nero nullis donis eam placare posset* (line 3):

(a) what was Agrippina's reaction to Britannicus' death?

....**[1]**

(b) in what way did Nero try to win back his mother's favour?

....**[1]**

12 *Agrippina, inimicis Neronis ad se vocatis, consilium contra Neronem parare coepit* (line 4): why did Agrippina call Nero's enemies to her?

....**[2]**

13 *hoc cognito, Nero matrem misit in aliam domum ne nobiles, qui saepe ad domum suam venire solebant, matrem quoque visitarent* (lines 4-6):

(a) when Nero found out about this, what did he do to Agrippina?

....**[2]**

(b) why did Nero do this?

....**[2]**

[Turn over

14 Agrippina, iam ab omnibus amicis relicta, nesciebat quid facere deberet (line 6): what were the two effects of Nero's actions on Agrippina?

....**[4]**

15 What drastic decision did Nero eventually reach?

....**[1]**

16 For each of the Latin words in the table below, give **one** English word which has been derived from the Latin word and give the meaning of the English word.

Write your answers in the boxes. One has been done for you.

Latin word	English word	Meaning of the English word
matrem	maternal	motherly
loqui		
cognito		

[4]

Paper Total [60]

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OXFORD CAMBRIDGE AND RSA EXAMINATIONS

GCSE

LATIN   A401

Unit A401: Latin Translation and Comprehension
(Higher Tier)

The maximum mark for this paper is 60.

Question Number	Answer	Max Mark
1	*postquam Nero Pallantem expulit, Agrippina, mater imperatoris, iratissima erat* (line 1): after Nero got rid of Pallas, how did Agrippina feel? She was very (1) angry (1).	[2]
2	*statim filium minari coepit* (lines 1-2): what did Agrippina begin to do as a result of feeling this way? She began to threaten (1) her son (1).	[2]
3	*'Britannicus,' inquit, 'cuius pater erat imperator Claudius, iam adultus est'* (line 2): what two facts does Agrippina give here about Britannicus? His father was the emperor Claudius (1). He was now an adult (1).	[2]
4	*ille, non filius meus, imperator esse debet* (lines 2-3): what was Agrippina's opinion about who should be the emperor? Britannicus should be emperor (1) not Nero/her son (1).	[2]
5 5(a)	*Nero, his verbis territus, Britannicum interficere constituit* (line 3). Write down the Latin phrase which shows Nero's reaction to what Agrippina said. *his verbis territus*	[1]
5(b)	Give the meaning of this Latin phrase. terrified (1) by these words (1)	[2]
5(c)	What did Nero therefore decide to do? Nero decided to kill Britannicus.	[1]
6	*hoc aperte facere nolebat, quod cives Romani Britannicum maxime amabant* (lines 3-4): why did Nero not wish to kill Britannicus openly? Because the Romans (1) liked him (1) very much (1).	[3]

Question Number	Answer	Max Mark
7	*itaque militi cuidam imperavit ut venenum in cibum Britannici poneret, Britannicus tamen, consumpto veneno, non mortuus est (lines 4-5):*	
7(a)	**how did Nero attempt to kill Britannicus?** Nero ordered (1) a soldier (1) to poison Britannicus' food (1).	**[3]**
7(b)	**what happened next?** Britannicus consumed the poison (1) but survived (1).	**[2]**
8	**Translate the passage into good English.** **1 olim Britannicus cum amicis sedebat ut cenam consumeret.** **2 quod timebat ne quis se occidere conaretur,** **3 semper iubebat unum ex servis omnem cibum vinumque prius gustare.** **4 tum, ubi poculum vini a servo accepit, in quod nullum venenum positum erat,** **5 Britannicus iussit servum aquam vino addere.** The passage has been divided into 5 sections, worth 4 marks each. Marks for each section should be awarded as follows. **[4]** Perfectly accurate **[3]** Overall sense correct; minor error(s) (eg tense, number) **[2]** Part correct; overall sense lacking/unclear **[1]** Not coherent; isolated knowledge of vocabulary only **[0]** Totally incorrect or omitted N.B. Consequential errors should not be penalised. A total mark for the passage (maximum 20) should be recorded.	**[20]**
9	*validius quam antea* **(line 1): what was different about the poison this time?** The poison was stronger (than before).	**[1]**

Question Number	Answer	Max Mark
10	*venenum per totum corpus Britannici tam celeriter pervasit ut mox loqui non posset. eo tempore Agrippina intellexit filium suum iam mori* (lines 1-2):	
10(a)	**What effect did the rapid spread of the poison have on Britannicus?** Britannicus was unable to speak.	**[1]**
10(b)	**What did Agrippina realise when she saw this?** Agrippina realised that Britannicus was dying.	**[1]**
11	*Agrippina ad tantam iram morte Britannici mota est ut Nero nullis donis eam placare posset* (line 3):	
11(a)	**what was Agrippina's reaction to Britannicus' death?** Agrippina was angry.	**[1]**
11(b)	**in what way did Nero try to win back his mother's favour?** He gave her gifts.	
12	*Agrippina, inimicis Neronis ad se vocatis, consilium contra Neronem parare coepit* (line 4): why did Agrippina call Nero's enemies to her? In order to draw up a plan (1) against Nero (1).	**[2]**
13	*hoc cognito, Nero matrem misit in aliam domum ne nobiles, qui saepe ad domum suam venire solebant, matrem quoque visitarent* (lines 4-6):	
13(a)	**when Nero found out about this, what did he do to Agrippina?** Nero sent Agrippina (1) to another house (1).	**[2]**
13(b)	**why did Nero do this?** Nero did this so that noblemen (1) could not visit her (1).	**[2]**
14	*Agrippina, iam ab omnibus amicis relicta, nesciebat quid facere deberet* (line 6): what were the two effects of Nero's actions on Agrippina? Agrippina was cut off (1) from her friends (1). Agrippina did not know (1) what to do (1).	**[4]**

Question Number	Answer	Max Mark
15	**What drastic decision did Nero eventually reach?** Nero decided to kill his mother.	**[1]**
16	**For each of the Latin words in the table below, give one English word which has been derived from the Latin word and give the meaning of the English word.** | Latin word	English word	Meaning of the English word
loqui	eloquent	well-sproken
cognito	cognitive	related to learning | Accept any reasonable answer (1) with a satisfactory meaning (1).	**[4]**
	Paper Total	**[60]**

Assessment Objectives Grid

Question	AO1	Total
1-16	60	60
Total	60	60

OCR
RECOGNISING ACHIEVEMENT

SPECIMEN

GCSE

LATIN

Latin Translation (Higher Tier)

Specimen Paper

H

A402

Time: 1 hour

Candidates answer on the question paper.
Additional materials:
None

Candidate Forename		Candidate Surname	

Centre Number		Candidate Number	

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use blue or black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **either** Section A **or** Section B.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 60.

This document consists of **6** printed pages.

[Turn over

Answer **either** Section A **or** Section B.

Section A

1 Translate the following passage into English.

The Spartan leader Pausanias was very successful but he was not trusted by his own citizens. When they learnt of his latest act of treachery, they called him back to the city to face charges and eventually found a way to cause him a slow death, with the surprising help of a member of his own family.

Pausanias erat dux audacissimus sed in omnibus rebus perfidus. Lacedaemonii, ubi cognoverunt eum consilia inimica contra patriam parare, imperaverunt ei ut Spartam rediret. Pausanias tamen, dum urbi appropinquat, monitus ab amico quodam, intellexit se in magnum periculum ductum esse. hoc cognito, in templum Minervae statim fugit. timebat enim ne a civibus puniretur; credebat se in sacro loco tutum futurum esse.

tum magna turba civium ianuam templi lapidibus obstruxit ne Pausanias exire posset, tectumque deleverunt, quod sperabant eum sub caelo aperto celerius moriturum esse. ecce! inter eos erat etiam mater Pausaniae, quae perfidiam eius adeo detestabatur ut ipsa lapidem poneret. tandem Pausanias, e templo semianimis portatus, e vita discessit.

tali modo dux clarissimus, qui saepe gentem suam ad victoriam duxerat, mortem miseram passus est.

Names
Pausanias, Pausaniae (m)	Pausanias
Lacedaemonii, Lacedaemoniorum (m pl)	the Spartans
Sparta, Spartae (f)	Sparta (a city in Greece)
Minerva, Minervae (f)	Minerva (a goddess)

Vocabulary
perfidus, perfida, perfidum	treacherous
inimicus, inimica, inimicum	here = hostile
tutus, tuta, tutum	safe
lapis, lapidis (m)	stone
obstruo, obstruere, obstruxi, obstructus	I block
tectum, tecti (n)	roof
apertus, aperta, apertum	open
perfidia, perfidiae (f)	treachery
detestor, detestari, detestatus sum	I disapprove of
claudo, claudere, clausi, clausus	I shut in, imprison
semianimis, semianime	half-dead

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Section A Total [60]

[Turn over

Do **not** answer **Section B** if you have already answered **Section A**.

Section B

Answer questions 2 and 3.

2 Translate the following passage into English.

The Spartan leader Pausanias was very successful but he was not trusted by his own citizens. When they learnt of his latest act of treachery, they called him back to the city to face charges.

<u>Pausanias</u> erat dux audacissimus sed in omnibus rebus <u>perfidus</u>. <u>Lacedaemonii</u>, ubi cognoverunt eum consilia <u>inimica</u> contra patriam parare, imperaverunt ei ut <u>Spartam</u> rediret. <u>Pausanias</u> tamen, dum urbi appropinquat, monitus ab amico quodam, intellexit se in magnum periculum ductum esse. hoc cognito, in templum <u>Minervae</u> statim fugit. timebat enim ne a civibus puniretur; credebat se in sacro loco tutum futurum esse.

tum magna turba civium ianuam templi <u>lapidibus</u> <u>obstruxit</u> ne <u>Pausanias</u> exire posset, <u>tectum</u>que deleverunt, quod sperabant eum sub caelo <u>aperto</u> celerius moriturum esse.

Names
Pausanias, Pausaniae (m)   Pausanias
Lacedaemonii, Lacedaemoniorum (m pl)   the Spartans
Sparta, Spartae (f)   Sparta (a city in Greece)
Minerva, Minervae (f)   Minerva (a goddess)

Vocabulary
perfidus, perfida, perfidum   treacherous
inimicus, inimica, inimicum   here = hostile
tutus, tuta, tutum   safe
lapis, lapidis (m)   stone
obstruo, obstruere, obstruxi, obstructus   I block
tectum, tecti (n)   roof
apertus, aperta, apertum   open

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.... **[36]**

3 Translate the following sentences into Latin.

(a) The king was so cruel that everyone feared him.

....

....**[4]**

(b) The general will order the soldiers to guard the prisoner.

....

....**[4]**

(c) Many men came to the forum to hear the messengers.

....

....**[4]**

(d) The citizens learnt that the army had been defeated in battle.

....

....**[4]**

(e) The girl was very famous because she could run very quickly.

....

....**[4]**

(f) When he had said this, everyone was amazed.

....

....**[4]**

Section B Total [60]

6

LATIN   A402

Unit A402: Latin Translation (Higher Tier)

Specimen Mark Scheme

The maximum mark for this paper is 60.

Section A		
Question Number	**Answer**	**Max Mark**
1	**Translate the following passage into English.**	
	The Spartan leader Pausanias was very successful but he was not trusted by his own citizens. When they learnt of his latest act of treachery, they called him back to the city to face charges and eventually found a way to cause him a slow death, with the surprising help of a member of his own family.	
	1 Pausanias erat dux audacissimus sed in omnibus rebus perfidus.	
	2 Lacedaemonii, ubi cognoverunt eum consilia inimica contra patriam parare,	
	3 imperaverunt ei ut Spartam rediret.	
	4 Pausanias tamen, dum urbi appropinquat, monitus ab amico quodam,	
	5 intellexit se in magnum periculum ductum esse.	
	6 hoc cognito, in templum Minervae statim fugit.	
	7 timebat enim ne a civibus puniretur;	
	8 credebat se in sacro loco tutum futurum esse.	
	9 tum magna turba civium ianuam templi lapidibus obstruxit ne Pausanias exire posset,	
	10 tectumque deleverunt, quod sperabant eum sub caelo aperto celerius moriturum esse.	
	11 ecce! inter eos erat etiam mater Pausaniae,	
	12 quae perfidiam eius adeo detestabatur ut ipsa lapidem poneret.	
	13 tandem Pausanias, e templo semianimis portatus, e vita discessit.	
	14 tali modo dux clarissimus, qui saepe gentem suam ad victoriam duxerat,	
	15 mortem miseram passus est.	
	The passage has been divided into 15 sections, of 4 marks each. Marks for each section should be awarded as follows.	
	[4] Perfectly accurate	
	[3] Overall sense correct; minor error(s) (eg tense, number)	
	[2] Part correct; overall sense lacking/unclear	
	[1] Not coherent; isolated knowledge of vocabulary only	
	[0] Totally incorrect or omitted	
	N.B. Consequential errors should not be penalised.	
	A total mark for the passage (maximum 60) should be recorded.	**[60]**
	Section A Total	**[60]**

Section B		
Question Number	**Answer**	**Max Mark**
2	**Translate the following passage into English.**	
	The Spartan leader Pausanias was very successful but he was not trusted by his own citizens. When they learnt of his latest act of treachery, they called him back to the city to face charges and eventually found a way to cause him a slow death, with the surprising help of a member of his own family.	
	1 Pausanias erat dux audacissimus sed in omnibus rebus perfidus.	
	2 Lacedaemonii, ubi cognoverunt eum consilia inimica contra patriam parare,	
	3 imperaverunt ei ut Spartam rediret. Pausanias tamen, dum urbi appropinquat, monitus ab amico quodam,	
	4 intellexit se in magnum periculum ductum esse.	
	5 hoc cognito, in templum Minervae statim fugit.	
	6 timebat enim ne a civibus puniretur;	
	7 credebat se in sacro loco tutum futurum esse.	
	8 tum magna turba civium ianuam templi lapidibus obstruxit ne Pausanias exire posset,	
	9 tectumque deleverunt, quod sperabant eum sub caelo aperto celerius moriturum esse.	
	The passage has been divided into 9 sections, of 4 marks each. Marks for each section should be awarded as follows.	
	[4] Perfectly accurate	
	[3] Overall sense correct; minor error(s) (eg tense, number)	
	[2] Part correct; overall sense lacking/unclear	
	[1] Not coherent; isolated knowledge of vocabulary only	
	[0] Totally incorrect or omitted	
	N.B. Consequential errors should not be penalised.	
	A total mark for the passage (maximum 36) should be recorded.	**[36]**

Section B		
Question Number	**Answer**	**Max Mark**
3	**Translate the following sentences into Latin.**	
3(a)	**The king was so cruel that everyone feared him.** rex tam crudelis erat ut omnes eum timerent.	**[4]**
3(b)	**The general will order the soldiers to guard the prisoner.** dux iubebit milites captivum custodire.	**[4]**
3(c)	**Many men came to the forum to hear the messengers.** multi ad forum venerunt ut nuntios audirent.	**[4]**
3(d)	**The citizens learnt that the army had been defeated in battle.** cives intellexerunt exercitum in proelio victum esse.	**[4]**
3(e)	**The girl was very famous because she could run very quickly.** puella clarissima erat quod celerrime currere poterat.	**[4]**
3(f)	**When he had said this, everyone was amazed.** cum hoc dixisset, omnes mirabantur. **[4]** Perfectly accurate **[3]** One serious or several minor errors of accidence, syntax or vocabulary **[2]** Overall sense conveyed, despite errors of accidence, syntax and vocabulary **[1]** Isolated knowledge of vocabulary **[0]** No correct Latin or no work attempted N.B. consequential errors should not be penalised There are many acceptable ways of translating the English sentences into correct Latin. One example for each sentence is given above. Examiners must accept other versions that accurately render the meaning into Latin.	**[4]**
	Section B Total	**[60]**
	Paper Total	**[60]**

Assessment Objectives Grid

Question	AO1	Total
1	60	**60**
2	36	**36**
3	24	**24**
Totals	**60**	**60**

6

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OCR
RECOGNISING ACHIEVEMENT

GCSE

LATIN

Latin Prose Literature (Higher Tier)

Specimen Paper

H

A403

Time: 1 hour

Candidates answer on the question paper.
Additional materials:

Candidate Forename		Candidate Surname	

Centre Number					Candidate Number				

INSTRUCTIONS TO CANDIDATES

* Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
* Use blue or black ink. Pencil may be used for graphs and diagrams only.
* Read each answer carefully and make sure you know what you have to do before starting your answer.
* Answer **either** Section A **or** Section B.
* Do not write in the bar codes.
* Do not write outside the box bordering each page.
* Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

* The number of marks for each question is given in brackets [ ] at the end of each question or part question.
* The total number of marks for this paper is 50.

This document consists of **16** printed pages.

[Turn over

Answer **either** Section A **or** Section B.

Section A: Pliny, *Letters*

Answer all the questions.

Read the passages below and answer the questions that follow each one.

> properat illuc unde alii fugiunt, rectumque cursum recta gubernacula in
> periculum tenet adeo solutus metu, ut omnes illius mali motus omnes
> figuras ut deprenderat oculis dictaret enotaretque.
>
> Letter 6.16 section 10

1 *properat illuc*: what had made the elder Pliny set out on this journey? Give **two** details.

....

....

....

....**[2]**

2 *properat illuc unde alii fugiunt*: what contrast is Pliny making here?

....

....

....

....**[2]**

3 Write down and translate the **two** Latin words that best describe the elder Pliny.

....

....

....

....**[2]**

4 What was the elder Pliny interested in?

....

....**[1]**

5 Read the passage and answer the question.

iam navibus cinis incidebat, quo propius accederent, calidior et densior; iam pumices etiam nigrique et ambusti et fracti igne lapides; iam vadum subitum ruinaque montis litora obstantia. cunctatus paulum an retro flecteret, mox gubernatori ut ita faceret monenti 'fortes' inquit ' fortuna iuvat: Pomponianum pete.'

Now the ash was falling hotter and thicker on the ships, the nearer they approached; now there were bits of pumice also and black and charred stones, broken by the fire; now suddenly there was shallow water and the shore was blocking the way with the debris from the mountain. After hesitating a little over whether to turn back, he soon told the helmsman, who was urging to do so: 'fortune favours the brave: make for Pomponianus.'

Letter 6.16 section 11

How does Pliny make this a vivid and dramatic passage?

In your answer you should refer to the **Latin** and discuss Pliny's choice and position of words and any other stylistic features. Your answer should cover the following points:

- the dangers threatening them
- the elder Pliny's plans
- his determination.

Marks are awarded for the quality of written communication of your answer.

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....**[10]**

6 Read and translate the Latin passage.

> quo tunc avunculus meus secundissimo invectus, complectitur trepidantem consolatur hortatur, utque timorem eius sua securitate leniret, deferri in balineum iubet.

Letter 6.16 section 12

Translate these lines.

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....**[5]**

7 From your reading of Letter 6.16, what picture of Pliny the Elder emerges? In your answer you should refer to other parts of the letter you have read, and you can also refer to the lines printed in the question paper.

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8 Read the Latin passages and answer the question.

> intuenti mihi et fortunae tuae et animi magnitudinem convenientissimum
> videtur demonstrari opera non minus aeternitate tua quam gloria digna,
> quantumque pulchritudinis tantum utilitatis habitura.
>
> <div align="right">Letter 10.41 section 1</div>

How does Pliny try to win the favour of Trajan? Give **three** details.

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....**[3]**

9

> est in Nicomediensium finibus amplissimus lacus. per hunc marmora fructus
> ligna materiae et sumptu modico et labore usque ad viam navibus,
> inde magno labore maiore impendio vehiculis ad mare devehuntur.
>
> <div align="right">Letter 10.41 section 2</div>

Write down and translate the Latin word that describes the lake.

....**[2]**

10 What advantage does Pliny say the lake offers?

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....**[1]**

11 What problem does he identify?

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....**[2]**

12 What is the best translation of *navibus*?

Put a tick (✓) in the correct box.

A	by ship	☐
B	for the ships	☐
C	from the ships	☐
D	to the ship	☐

[1]

13 What is the best translation of *devehuntur*?

Put a tick (✓) in the correct box.

A	they carry	☐
B	they are weighed down	☐
C	they are carried	☐
D	they are carried down	☐

[1]

[Turn over

14 Read the passages and answer the question.

hoc opus multas manus poscit. at eae porro non desunt. nam et in agris magna copia est hominum et maxima in civitate, certaque spes omnes libentissime adgressuruos opus omnibus fructuosum. superest ut tu libratorem vel architectum si tibi videbitur mittas, qui diligenter exploret, sitne lacus altior mari, quem artifices regionis huius quadraginta cubitis altiorem esse contendunt.

> This work demands many hands. But then there is no lack of these. For both in the country and especially in the city there is a great abundance of men, and there is a sure hope that everyone will most willingly undertake a task profitable for all. It remains for you to send a surveyor or an architect if you agree, to make a careful survey to see if the lake is higher than the sea; the experts of this region maintain that it is higher by 40 cubits.

Letter 10.41 sections 2-3

How does Pliny try to make his arguments persuasive?

In your answer you should refer to the **Latin** and discuss Pliny's choice and position of words and any other stylistic features. Your answer should cover the following points:

- the availability of workers
- the benefit of the task
- the need for surveying.

Marks are awarded for the quality of written communication of your answer.

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Section A Total [50]

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Section B is on the next page

Do **not** answer Section B if you have already answered Section A.

Section B: Livy and Caesar

Answer all the questions.

15 Read the Latin passages and answer the questions.

> tum vero simul ab hostibus, simul ab iniquitate locorum Poeni
> oppugnabantur, plusque inter ipsos, sibi quoque tendente ut periculo prius
> evaderet, quam cum hostibus certaminis erat.
> <div align="center">Livy 21.33</div>

ab hostibus: who were the enemy and what was the purpose of their attack?

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....**[1]**

16 *iniquitate locorum*: describe the place where this battle took place.

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....**[2]**

17 *plusque inter ipsos quam cum hostibus certaminis erat*: what comparison is Livy making here?

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....**[2]**

18 Write down and translate the Latin word which tells us what the Carthaginians were trying to escape from.

....**[2]**

19 Read the passages and answer the question.

et equi maxime infestum agmen faciebant, qui et clamoribus dissonis, quos nemora etiam repercussaeque valles augebant, territi trepidabant, et icti forte aut vulnerati adeo consternabantur, ut stragem ingentem simul hominum ac sarcinarum omnis generis facerent. multosque turba, cum praecipites utrimque angustiae essent, in immensum altitudinis deiecit; et iumenta cum oneribus devolvebantur.

And the horses were making the column particularly dangerous: terrified by the raucous shouts, which even the groves and echoing valleys amplified, they panicked, and when they were by chance hit or wounded, they were so crazed that they caused huge destruction of both men and baggage of all kinds. And the confusion, since the pass was steep and narrow on both sides, cast many down to an immense depth; and baggage animals went tumbling down with their burdens.

Livy 21.33

How does Livy make this a vivid and dramatic passage?

In your answer you should refer to the **Latin** and discuss Livy's choice and position of words and any other stylistic features. Your answer should cover the following points:

- the fear of the horses
- the effects of the location
- the destruction caused.

Marks are awarded for the quality of written communication of your answer.

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[Turn over

Read the Latin passage and answer the questions

> quae quamquam foeda visu erant, stetit parumper tamen Hannibal ac suos continuit, ne tumultum ac trepidationem augeret; deinde, postquam interrumpi agmen vidit, decurrit ex superiore loco.

<div align="center">Livy 21.33</div>

20 What is the best translation of *foeda visu*?

Put a tick (✓) in the correct box.

A	dreadful to see	☐
B	dreadful vision	☐
C	dreadful to relate	☐
D	a dreadful thing that they saw	☐

[1]

21 What is the best translation of *suos continuit*?

Put a tick (✓) in the correct box.

A	He contained his anger.	☐
B	He continued with his men.	☐
C	He held his men back.	☐
D	He held back his feelings.	☐

[1]

22 *decurrit*: what made him do this?

....[2]

23 What were the **two** effects of this action?

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....[2]

Read the Latin passage and answer the questions.

> pugnatum est ab utrisque acriter. nostri tamen, quod neque ordines
> servare neque firmiter insistere neque signa subsequi poterant atque
> alius alia ex navi quibuscumque signis occurrerat se aggregabat,
> magnopere perturbabantur.
>
> Caesar *de Bello Gallico* 4.26

24 Write down and translate the Latin word that describes how both sides fought.

....**[2]**

25 What was the result of their inability to keep ranks, keep their footing and follow the standards?

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....**[1]**

Read and translate the Latin passage.

> hostes vero, ubi ex litore aliquos singulares ex navi egredientes conspexerant,
> incitatis equis impeditos adoriebantur, plures paucos circumsistebant,
> alii ab latere aperto in universos tela coniciebant.
>
> Caesar *de Bello Gallico* 4.26

26 Translate these lines.

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....**[5]**

[Turn over

27 Read the passages and answer the question.

quod cum animadvertisset Caesar, scaphas longarum navium, item speculatoria navigia militibus compleri iussit et, quos laborantes conspexerat, his subsidia summittebat. nostri, simul in arido constiterant, suis omnibus consecutis, in hostes impetum fecerunt atque eos in fugam dederunt; neque longius prosequi potuerunt, quod equites cursum tenere atque insulam capere non potuerant. hoc unum ad pristinam fortunam Caesari defuit.

When Caesar noticed this, he ordered the dinghies from the warships, and likewise the scouting boats, to be filled with men and he sent help to those whom he had seen struggling. Our men, as soon as they stood on dry land, when all their comrades had followed, attacked the enemy and put them to flight; but they were unable to pursue them further, because the cavalry had not been able to hold their course and reach the island. This alone was missing from Caesar's accustomed fortune.

Caesar *de Bello Gallico* 4.26

How does Caesar show his leadership qualities?

In your answer you should refer to the **Latin** and discuss Caesar's choice and position of words and any other stylistic features. Your answer should cover the following points:

- his prompt action to protect his men
- how his men achieved victory
- the lack of cavalry.

Marks are awarded for the quality of written communication of your answer.

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Section B Total [50]

Paper Total [50]

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

GCSE

LATIN   A403

Unit A403: Latin Prose Literature (Higher Tier)

Specimen Mark Scheme

The maximum mark for this paper is 50.

This document consists of **11** printed pages and **1** blank page.

SP (SLM) T12103   © OCR 2008 [QAN number]   OCR is an exempt Charity   **[Turn Over**

Section A: Pliny		
Question Number	**Answer**	**Max Mark**
1	***properat illuc*: what had made the elder Pliny set out on this journey? Give two details.** the eruption of Vesuvius (1) letter from Rectina (1)	**[2]**
2	***properat illuc unde alii fugiunt:* what contrast is Pliny drawing here?** he was heading into danger (1) everyone else was fleeing from it (1)	**[2]**
3	**Write down and translate the two Latin words that best describe the elder Pliny.** *solutus metu* (1) free from fear (1)	**[2]**
4	**What interested the elder Pliny?** all the movements / manifestations of the catastrophe	**[1]**
5	**How does Pliny make this a vivid and dramatic passage?** • **the dangers threatening them** *cinis incidebat* – ash was falling *calidior et densior* – hotter and thicker *propius … calidior / densior* – use of comparatives *iam … iam* – anaphora of 'now' *nigri et ambusti et fracti igne* – ascending tricolon / descriptive *lapides* – deferred subject *vadum subitum* – sudden shallows *ellipsis of verb* – stark language *ruina montis* – ruin of the mountain – hyperbole • **the elder Pliny's plans** *cunctatus* – hesitated *paulatim* – only briefly *Pomponianum pete* – make for Pomponianus – alliteration • **his determination** *gubernatori … monenti* – gave orders to advance despite helmsman *fortes fortuna iuvat* – fortune favours the brave. The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band..	**[10]**

Section A: Pliny		
Question Number	**Answer**	**Max Mark**
6	**Translate these lines.** Use the marking grid at the end of the Marking Scheme.	**[5]**
7	From your reading of Letter 6.16, what picture of Pliny the Elder emerges? Use the 8-mark marking grid at the end of the mark scheme.	
8	**How does Pliny try to win the favour of Trajan? Give three details.** he flatters him (1) he praises his good fortune (1) he praises his greatness of mind (1) he says his name is eternal (1) the project is worthy of his name (1) the emperor has glory (1) he stresses both utility and beauty of the work (1) Accept any **three** points.	**[3]**
9	**Write down and translate the Latin word that describes the lake.** *amplissimus* (1) very large (1)	**[2]**
10	**What advantage does Pliny say the lake offers?** goods can be conveyed cheaply	**[1]**
11	**What problem does he identify?** then it's expensive (1) and labour-intensive (1)	**[2]**
12	**What is the best translation of *navibus*? Tick the correct box.** A - by ship	**[1]**
13	**What is the best translation of *devehuntur*? Tick the correct box.** D - They are carried down.	**[1]**

Section A: Pliny		
Question Number	**Answer**	**Max Mark**
14	**How does Pliny try to make his arguments persuasive?** • **the availability of workers** *at* – strong contrast *non desunt* – litotes *magna copia* – great abundance *magna … maxima* – crescendo *maxima copia* – very great abundance *libentissime* – superlative *libentissime* – they will be willing • **the benefit of the task** *omnibus fructuosum* – profitable for all *omnes … omnibus* – anaphora • **the need for surveying** *libratorem vel architectum* – surveyor or architect *diligenter* – carefully *sitne lacus altior mari* – relative height of the lake *quadraginta cubitis* – a large height difference *contendunt* – they are confident The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.	**[10]**
	Section A Total	**[50]**

Section B: Livy and Caesar		
Question Number	**Answer**	**Max Mark**
15	*ab hostibus*: who were the enemy and what was the purpose of their attack? the Gauls **or** mountain people (1) to eject the Carthaginians from the pass (1)	**[2]**
16	*iniquitate locorum:* describe the place where this battle occurred. cliffs on both sides (1) trackless places (1) narrow defile (1) Accept any **two** points.	**[2]**
17	*plusque inter ipsos quam cum hostibus certaminis erat:* what comparison is Livy making here? they struggled more among themselves (1) than with the enemy (1)	**[2]**
18	Write down and translate the Latin word which tells us what the Carthaginians were trying to escape from. *periculo* (1) danger (1)	**[2]**
19	How does Livy make this a vivid and dramatic passage? • **the fear of the horses** *maxime infestum agmen faciebant* – they made the column particularly dangerous *clamoribus dissonis territi* – terrified by the raucous shouts *territi trepidabant* – alliteration *trepidabant* – they panicked *icti aut vulnerati* – injured *consternabantur* – they were crazed • **the effects of the location** *repercussae valles* – echoing valleys *augebant* – the valleys amplified the sound *praecipites* – steep *utrimque angustiae* – narrow on both sides *immensum altitudinis* – immense depth	**[10]**

Section B: Livy and Caesar		
Question Number	**Answer**	**Max Mark**
19 Cont'd	• **the destruction caused** *stragem ingentem* – huge destruction *multos turba deiecit* – the confusion cast down many *multos* – emphatic position *iumenta devolvebantur* – baggage animals went tumbling down *cum oneribus* – along with their burdens The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.	
20	**What is the best translation of *foeda visu*? Tick the correct box.** A - dreadful to see	**[1]**
21	**What is the best translation of *suos continuit*? Tick the correct box.** C - He held his men back.	**[1]**
22	***decurrit*: what made him do this?** he saw his column (1) broken apart (1)	**[2]**
23	**What were the two effects of this action?** he routed the enemy (1) he added to the confusion of his own men (1)	**[2]**
24	**In Livy's account of Hannibal's journey, what picture of Hannibal have you formed?.** Use the 8-mark marking grid at the end of the mark scheme.	**[8]**
25	**Write down and translate the Latin word that describes how both sides fought.** *acriter* (1) keenly (1)	**[2]**

Section B: Livy and Caesar		
Question Number	**Answer**	**Max Mark**
26	**What was the result of their inability to keep ranks, keep their footing and follow the standards?** they became mixed up **or** they were thrown into confusion	**[1]**
27	**Translate these lines.** Use the marking grid at the end of the Marking Scheme.	**[5]**
28	**How does Caesar show his leadership qualities?** • **his prompt action to protect his men** *scaphas compleri iussit* – ordered the dinghies to be filled *item speculatoria navigia* – also the scouting boats *subsidia summittebat* – sent help *subsidia summittebat* – alliteration • **how his men achieved victory** *simul* – prompt action *suis omnibus consecutis* – all followed *impetum fecerunt* – attacked *eos in fugam dederunt* – routed them • **the lack of cavalry** *neque longius prosequi potuerunt* – no further pursuit *prosequi potuerunt* - alliteration *equites … potuerant* – cavalry not arrived *hoc unum defuit* – this alone missing *pristinam fortunam Caesaris* – Caesar's accustomed fortune The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.	**[10]**
	Section B Total	**[50]**
	Paper Total	**[50]**

Marking grid for 10-mark questions (Higher Tier)

Level	Mark ranges	Characteristics of performance
		• Coverage of the points in the indicative mark scheme; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	9-10	• All three bullet points covered in detail; • A good range of accurate Latin quotation and developed discussion of these; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-8	• Two bullet points covered in detail, or a narrower range of stylistic features or points of content; • Some accurate Latin quotation with relevant discussion; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	• One bullet point covered in detail, or two or three bullet points covered sketchily, with few relevant quotes and a narrow range of points; • Limited Latin quotation which might not be discussed in detail; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	• One bullet point covered sketchily, or two or three bullet points hardly covered at all; • Very little or no Latin quotation and/or no discussion of evidence; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for 8-mark questions (Higher Tier)

Level	Mark ranges	Characteristics of performance
		• Choice and use of evidence; • Engagement with the question; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	7-8	• A good range of well-chosen points covered in detail; • Answer well-directed at the question; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	4-6	• An adequate range of relevant points; • Answers slightly less focused on the question; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	2-3	• Few relevant points; • Limited engagement with the question; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-1	• One or two points made, which may be irrelevant; • Little or no engagement with the question; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for set text translation 5-mark questions (Higher Tier)
[5] Perfectly accurate
[4] Overall sense correct; up to 2 minor errors (eg tense, number) or a single major error or omission
[3] Overall sense correct, with several serious errors or omissions
[2] Parts correct; a few correct phrases but overall sense lacking or unclear
[1] Isolated knowledge of vocabulary only
[0] Totally incorrect or omitted
N.B. Consequential errors should not be penalised.

Assessment Objectives Grid (includes QWC)

Question	AO1	Total
1-28	60	**60**
Total	**60**	**60**

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GCSE

LATIN

Latin Verse Literature (Higher Tier)

Specimen Paper

H

A404

Time: 1 hour

Candidates answer on the question paper.
Additional materials:

Candidate Forename		Candidate Surname	

Centre Number					Candidate Number				

INSTRUCTIONS TO CANDIDATES

* Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
* Use blue or black ink. Pencil may be used for graphs and diagrams only.
* Read each answer carefully and make sure you know what you have to do before starting your answer.
* Answer **either** Section A **or** Section B.
* Do not write in the bar codes.
* Do not write outside the box bordering each page.
* Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

* The number of marks for each question is given in brackets [ ] at the end of each question or part question.
* The total number of marks for this paper is 50.

This document consists of **14** printed pages.

[Turn over

Answer **either** Section A **or** Section B.

Section A: Virgil

Answer all the questions.

Read the Latin passage and answer the questions.

> corripit hic subita trepidus formidine ferrum
> Aeneas strictamque aciem venientibus offert,
> et ni docta comes tenues sine corpore vitas
> admoneat volitare cava sub imagine formae,
> inruat et frustra ferro diverberet umbras.
>
> *Aeneid* VI lines 290-294

1 Write down and translate **one** Latin word that best describes Aeneas in these lines.

....**[2]**

2 *subita formidine*: what had caused this 'sudden fear'? Give **two** details.

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....**[2]**

3 Why would Aeneas' attack have been *frustra* (in vain)?

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....**[1]**

Read the passages and answer the question.

turbidus hic caeno vastaque voragine gurges
aestuat atque omnem Cocyto eructat harenam.
portitor has horrendus aquas et flumina servat
terribili squalore Charon, cui plurima mento
canities inculta iacet, stant lumina flamma,
sordidus ex umeris nodo dependet amictus.
ipse ratem conto subigit velisque ministrat
et ferruginea subvectat corpora cumba,
iam senior, sed cruda deo viridisque senectus.

This flood, thick with mud and a huge chasm, boils and spews out all its sand into the Cocytus. The dreadful ferryman, Charon, guards these waters and rivers in dreadful squalor; a thatch of grey hair lies unkempt on his chin, his eyes stare with flames, a dirty cloak hangs in a knot from his shoulders. He himself pushes along his boat with a pole and sees to the sails, and carries the bodies in his rusty boat, now elderly but his old age is vigorous and lively for a god.

Aeneid VI lines 296-304

4 How does Virgil make this a vivid and dramatic passage?

In your answer you should refer to the **Latin** and discuss Virgil's choice and position of words and other stylistic features. Your answer should cover the following points:

- the power of the river Acheron
- the appearance of Charon
- the description of his boat.

Marks are awarded for the quality of written communication of your answer.

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[Turn over

5 Read and translate the Latin passage.

> huc omnis turba ad ripas effusa ruebat,
> matres atque viri defunctaque corpora vita
> magnanimum heroum, pueri innuptaeque puellae,
> impositique rogis iuvenes ante ora parentum.
>
> *Aeneid* VI lines 305-308

Translate these lines.

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....**[5]**

6 Read the Latin passage and answer the question.

> quam multa in silvis autumni frigore primo
> lapsa cadunt folia, aut ad terram gurgite ab alto
> quam multae glomerantur aves, ubi frigidus annus
> trans pontum fugat et terris immittit apricis.
>
> *Aeneid* VI lines 309-312

Pick out **two** details of this simile, and explain how they relate to what Aeneas sees.

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....**[4]**

Read the Latin passage and answer the question.

> quae contra breviter fata est Amphrysia vates:
> 'nullae hic insidiae tales (absiste moveri),
> nec vim tela ferunt; licet ingens ianitor antro
> aeternum latrans exsangues terreat umbras,
> casta licet patrui servet Proserpina limen.'

Aeneid VI lines 398-402

7 *quae contra*: what objection had Charon raised?

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....**[2]**

8 *nullae hic insidiae tales*: what 'surprise attacks' had Charon referred to? Give **two**.

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....**[2]**

9 *ingens ianitor*: name and describe this character.

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....**[2]**

10 What is the best translation of *licet terreat umbras* here?

Put a tick (✓) in the correct box.

A   He terrifies the ghosts.   ☐

B   He may terrify the ghosts.   ☐

C   Let him terrify the ghosts.   ☐

D   Permit him to terrify the ghosts.   ☐

[1]

11 What is the best translation of *servet Proserpina* here?

Put a tick (✓) in the correct box.

A   Let Proserpina serve.   ☐

B   Let Proserpina look after.   ☐

C   Proserpina is serving.   ☐

D   Proserpina is looking after.   ☐

[1]
[Turn over

Read the passages and answer the question.

'Troius Aeneas, pietate insignis et armis,
ad genitorem imas Erebi descendit ad umbras.
si te nulla movet tantae pietatis imago,
at ramum hunc' (aperit ramum qui veste latebat)
'agnoscas.' tumida ex ira tum corda residunt;
nec plura his. ille admirans venerabile donum
fatalis virgae longo post tempore visum
caeruleam advertit puppim ripaeque propinquat.

'Trojan Aeneas, famous for his devotion and skill at arms, is going down to the deepest shades of Erebus to see his father. If no image of such great devotion moves you, you should yet recognise this bough' (she revealed the bough, which was hidden in her clothing). Then his heart, swelling from anger, subsided; it took no more than this. He, wondering at the awesome gift of the fateful maiden, seen after a long time, turned the dark boat and approached the bank.

Aeneid VI lines 403-410

12 How does Virgil make this a dramatic confrontation between the Sibyl and Charon?

In your answer you should refer to the **Latin** and discuss Virgil's choice and position of words and other stylistic features. Your answer should cover the following points:

- the force of the Sibyl's arguments
- how she presents Aeneas
- the way Charon reacts.

Marks are awarded for the quality of the written communication of your answer.

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....**[10]**

13 Does Virgil make the Underworld seem a pleasant or unpleasant place?

In your answer you should refer to other parts of the poem you have read, and you can also refer to the lines printed above.

Marks are awarded for the quality of the written communication of your answer.

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Section A Total [50]

[Turn over

Do **not** answer Section B if you have already answered Section A.

Section B: Catullus and Ovid

Answer all the questions.

14 Read the Latin passages and answer the questions.

> quaeris, quot mihi basiationes
> tuae, Lesbia, sint satis superque.
> > Catullus 7, lines 1-2

What question does Lesbia ask?

....

....**[2]**

15 Translate these lines.

> quam magnus numerus Libyssae harenae
> lasarpiciferis iacet Cyrenis
> oraclum Iovis inter aestuosi
> et Batti veteris sacrum sepulcrum.
> > Catullus 7, lines 3-6

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....**[5]**

16

> tam te basia multa basiare
> vesano satis et super Catullo est,
> quae nec pernumerare curiosi
> possint nec mala fascinare lingua.
> > Catullus 7, lines 9-12

Write down and translate a Latin word that describes Catullus.

....**[2]**

17 Why does he describe himself this way?

....

....**[1]**

18

> quae nec pernumerare curiosi
> possint nec mala fascinare lingua.

State in your own words what Catullus is saying in these lines.

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....**[2]**

19 Explain why he says this.

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....**[2]**

[Turn over

20 Read the passages and answer the question.

miser Catulle, desinas ineptire,
et quod vides perisse perditum ducas.
fulsere quondam candidi tibi soles,
cum ventitabas quo puella ducebat
amata nobis quantum amabitur nulla.
ibi illa multa cum iocosa fiebant,
quae tu volebas nec puella nolebat,
fulsere vere candidi tibi soles.

Poor Catullus, stop being a fool, and accept that what you see is lost is lost. Once bright suns shone for you, when you were always following wherever your girl led, loved by us like no other girl will be loved. Then, when all those pleasant things were done, which you wanted and your girl did not refuse, bright suns truly shone for you.

Catullus 8, lines 1-8

How does Catullus show the depth of his emotions in these lines?

In your answer you should refer to the **Latin** and discuss Catullus' choice and position of words and other stylistic features. Your answer should cover the following points:

- the emotions he shows
- his use of imagery
- the change in the relationship.

Marks are awarded for the quality of written communication of your answer.

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....**[10]**

21 Read the Latin passage and answer the questions.

> cenabis bene, mi Fabulle, apud me
> paucis, si tibi di favent, diebus,
> si tecum attuleris bonam atque magnam
> cenam, non sine candida puella
> et vino et sale et omnibus cachinnis.

<div align="right">Catullus 13, lines 1-4</div>

What invitation is Catullus giving to Fabullus here?

....**[1]**

22 Write down and translate the Latin words that tell us when the invitation is for.

....**[2]**

23 Which is the best translation of *si tibi di favent*?

Put a tick (✓) in the correct box.

A	If you favour the gods.	☐
B	If they favour your gods.	☐
C	If the gods favour you.	☐
D	If you give favour to the god.	☐

[1]

24 Which is the best translation of *candida* here?

Put a tick (✓) in the correct box.

A	bright	☐
B	white	☐
C	shining	☐
D	beautiful	☐

[1]

25 What is surprising about the invitation? Give **three** details.

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....**[3]**

<div align="right">**[Turn over**</div>

26 From these and other poems by Catullus you have read, what impression of Catullus do you have? You should support your answer with examples from **at least three** poems; you may include Poems 7 and 8 if you wish.

Marks are awarded for the quality of the written communication of your answer.

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....**[8]**

27 Read the passages and answer the questions.

protinus exsiliunt, animum clamore fatentes
virginibus cupidas iniciuntque manus;
ut fugiunt aquilas, timidissima turba, columbae
utque fugit visos agna novella lupos,
sic illae timuere viros sine lege ruentes;
constitis in nulla qui fuit ante color.

> They leapt up at once, declaring their love with a shout, and threw their greedy hands on the maidens; as a very timid flock of doves flees from eagles, and as the new-born lamb flees from the hates wolves, so the women feared the men rushing wildly; the colour that they had before remained in none.

Ovid, *Ars Amatoria* 1.115-120

How does Ovid make this a vivid and dramatic passage?

In your answer you should refer to the **Latin** and discuss Ovid's choice and position of words and other stylistic features. Your answer should cover the following points:

- the violence of the men
- the use of the simile
- the reactions of the women.

Marks are awarded for the quality of the written communication of your answer.

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Section B Total [50]

Paper Total [50]

LATIN   A404

Unit A404: Latin Verse Literature (Higher Tier)

Specimen Mark Scheme

The maximum mark for this paper is 50.

This document consists of **11** printed pages and **1** blank page.

SP (SLM) T12103   © OCR 2008 [QAN number]   OCR is an exempt Charity   **[Turn over**

Section A: Virgil		
Question Number	**Answer**	**Max Mark**
1	**Write down and translate one Latin word that best describes Aeneas in these lines.** *trepidus* (1) fearful (1)	**[2]**
2	***subita formidine*: what had caused this 'sudden fear'? Give two details** Various monsters appeared to threaten him (1) One specific example (1) Alternatively, 1 mark for each of two examples.	**[2]**
3	**Why would Aeneas' attack have been *frustra* (in vain)?** the monsters were insubstantial lives without bodies **or** they only had the hollow likeness of shapes	**[1]**
4	**How does Virgil make this a vivid and dramatic passage?** • **the power of the river Acheron** the river is *turbidus* – confused, thick it is called a *gurges* – flood it has a *vasta voragine* – huge chasm *vasta voragine* – alliteration *turbidus … gurges* – strong words at beginning and end of line *aestuat* – boils *aestuat* – strong word at beginning *eructat* – spews • **the appearance of Charon** *horrendus* – dreadful *terribili squalore* – dreadful squalor *plurima canities* – a thatch of grey hair *inculta* – hair is unkempt *stant lumina flamma* – his eyes stare with flames *sordidus amictus* – dirty cloak *senior* – elderly *cruda viridisque* – vigorous and lively • **the description of his boat** *ferruginea* – rusty *corpora cumba* – alliteration	**[10]**

Section A: Virgil		
Question Number	**Answer**	**Max Mark**
4 Cont'd	The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.	
5	**Translate these lines.** Use the Marking grid at the end of the mark scheme.	**[5]**
6	**Pick out two details of this simile, and explain how they relate to what Aeneas sees.** the souls are as numerous (1) as the leaves that fall in autumn (1) or as the birds (1) forced by cold weather to migrate (1)	**[4]**
7	*quae contra*: **what objection had Charon raised?** Aeneas was alive (1) living beings had no place in the Underworld (1)	**[2]**
8	*nullae hic insidiae tales:* **what 'surprise attacks' had Charon referred to? Give two.** Hercules had entered the Underworld to carry off Cerberus (1) Theseus / Pirithous had come to carry off Proserpina (1)	**[2]**
9	*ingens ianitor:* **name and describe this character.** Cerberus (1) huge, three-headed, guardian of the Underworld (1)	**[2]**
10	**What is the best translation of *licet terreat umbras* here?** B - He may terrify the ghosts.	**[1]**

Section A: Virgil		
Question Number	**Answer**	**Max Mark**
11	**What is the best translation of *servet Proserpina* here?** B - let Proserpina look after	**[1]**
12	**How does Virgil make this a dramatic confrontation between the Sibyl and Charon?** • **the force of the Sibyl's arguments** *ad genitorem* – to his father: first in line *tantae pietatis – such great devotion* *at* – but: strong contrast *agnoscas* – enjambement • **how she presents Aeneas** *Troius* – first word *insignis* – famous *pietate* – his famous devotion *armis* – fighting skills • **the way Charon reacts** *residunt* – subsides *residunt* – last word in line *ira* – anger *nec plura his* – easily persuaded *admirans* – wondering at The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.	**[10]**
13	**Does Virgil make the Underworld seem a pleasant or unpleasant place?** **In your answer you should refer to other parts of the poem you have read, though you may also refer to the lines printed above.** Use the 8-mark marking grid at the end of the mark scheme. Accept any sensible points.	**[8]**
	Section A Total:	**[50]**

Section B: Catullus and Ovid		
Question Number	**Answer**	**Max Mark**
14	**What question does Lesbia ask?** How many kisses (1) will satisfy Catullus (1)	**[2]**
15	**Translate these lines.** Use the Marking grid at the end of the mark scheme.	**[5]**
16	**Write down and translate a Latin word that describes Catullus.** *vesano* (1) mad (1)	**[2]**
17	**Why does he describe himself this way?** He is madly in love	**[1]**
18	**State in your own words what Catullus is saying in the last two lines.** He doesn't want inquisitive people counting the kisses (1) and then an evil tongue bewitch them (1)	**[2]**
19	**Explain why he says this.** he was afraid that if anyone knew specific details about the affair (1) it would give them power over Lesbia and himself (1)	**[2]**
20	**How does Catullus show how strongly he feels in these lines?** • **the emotions he shows** *miser* – wretched *ineptire* – he feels a fool *amata nobis* – he loved her *iocosa* – pleasant times *tu volebas* – you wanted her then • **his use of imagery** *candidi soles* – bright suns *fulsere tibi* – shone for you repetition of the line	**[10]**

Section B: Catullus and Ovid		
Question Number	**Answer**	**Max Mark**
20 Cont'd	• **the change in the relationship** *quod vides perisse* – their relationship is lost *fulsere soles* – they had good times in the past *puella ducebat* – Lesbia led him on *amata* – he loved her The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.	
21	**What invitation is Catullus giving to Fabullus here?** dinner	**[1]**
22	**Write down and translate the Latin words that tell us when the invitation is for.** *paucis diebus* (1) in a few days (1)	**[2]**
23	**Which is the best translation of *si tibi di favent?*** C - if the Gods favour you	**[1]**
24	**Which is the best translation of *candida* here?** D - beautiful	**[1]**
25	**What is surprising about the invitation? Give <u>three</u> details.** Fabullus must bring a large or good dinner (1) also a beautiful girl (1) also wine or salt/wit or all sorts of laughter (1)	**[3]**

Section B: Catullus and Ovid		
Question Number	**Answer**	**Max Mark**
26	**In these and other poems by Catullus you have read, what impression of Catullus do you have? You should support your answer with examples from at least three poems; you may include Poems 7 and 8 if you wish.** Use the 8-mark marking grid at the end of the mark scheme.	**[8]**
27	**How does Ovid make this a vivid and dramatic passage?** • **the violence of the men** *protinus exsiliunt* – they leap up at once *clamore* – they shout *iniciunt manus* – they grab the women *cupidas* – their hands are lustful *sine lege ruentes* – rushing pell-mell • **the use of the simile** the women are like doves the men are like eagles the doves are very fearful, like the women the women are like lambs the men are like wolves • **the reactions of the women** *timuere* – they were afraid *in nulla fuit color* – they paled The points given above are indicative and offer question specific guidance. Any other acceptable points must be rewarded. Answers must be marked using the level descriptors in the 10-mark marking grid at the end of the mark scheme, taking into account QWC when placing the answer within the band.	**[10]**
	Section B Total	**[50]**
	Paper Total	**[50]**

Marking grid for 10-mark questions (Higher Tier)

Level	Mark ranges	Characteristics of performance
		• Coverage of the points in the indicative mark scheme; • Choice and use of evidence; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	9-10	• All three bullet points covered in detail; • A good range of accurate Latin quotation and developed discussion of these; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-8	• Two bullet points covered in detail, or a narrower range of stylistic features or points of content; • Some accurate Latin quotation with relevant discussion; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	• One bullet point covered in detail, or two or three bullet points covered sketchily, with few relevant quotes and a narrow range of points; • Limited Latin quotation which might not be discussed in detail; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	• One bullet point covered sketchily, or two or three bullet points hardly covered at all; • Very little or no Latin quotation and/or no discussion of evidence; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative

mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for 8-mark questions (Higher Tier)

Level	Mark ranges	Characteristics of performance
		• Choice and use of evidence; • Engagement with the question; • Understanding and appreciation of the set text; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	7-8	• A good range of well-chosen points covered in detail; • Answer well-directed at the question; • Detailed understanding and appreciation of the set text; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	4-6	• An adequate range of relevant points; • Answers slightly less focused on the question; • A general understanding and appreciation of the set text; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	2-3	• Few relevant points; • Limited engagement with the question; • A basic understanding and appreciation of the set text; • Legible and generally accurate writing, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-1	• One or two points made, which may be irrelevant; • Little or no engagement with the question; • Very little understanding or appreciation of the set text; • Writing may be illegible and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for set text translation 5-mark questions (Higher Tier)
[5] Perfectly accurate
[4] Overall sense correct; up to 2 minor errors (eg tense, number) or a single major error or omission
[3] Overall sense correct, with several serious errors or omissions
[2] Parts correct; a few correct phrases but overall sense lacking or unclear
[1] Isolated knowledge of vocabulary only
[0] Totally incorrect or omitted
N.B. Consequential errors should not be penalised.

Assessment Objectives Grid (includes QWC)

Question	AO1	Total
1-27	60	**60**
Total	**60**	**60**

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RECOGNISING ACHIEVEMENT

GCSE

LATIN

Sources for Latin (Higher Tier)

Specimen Paper

H **A405**

Time: 1 hour

Candidates answer on the question paper.
Additional materials:

Candidate Forename

Candidate Surname

Centre Number

Candidate Number

INSTRUCTIONS TO CANDIDATES

* Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
* Use blue or black ink. Pencil may be used for graphs and diagrams only.
* Read each answer carefully and make sure you know what you have to do before starting your answer.
* Answer **all** the questions.
* Do not write in the bar codes.
* Do not write outside the box bordering each page.
* Write your answer to each question in the space provided.

INFORMATION FOR CANDIDATES

* The number of marks for each question is given in brackets [ ] at the end of each question or part question.
* The total number of marks for this paper is 50.

This document consists of **7** printed pages and **1** blank page.

[Turn over

Answer all the questions.

- You will need to use your knowledge of the topic to understand and evaluate the sources in the Insert.
- Use the specific sources indicated, but you can also refer to any of the other sources in the Insert or any other sources you have studied, if they are relevant.

Questions 1, 2, 3 and 4 refer to sources A, B and C in the Insert.

1 Source A and source B.

   (a) How does the writer of source A make his readers see wool-making as a virtue?

   ....

   ....

   ....

   .... **[3]**

   (b) Why might Augustus have worn clothes that the women in his household did not make?

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   .... **[2]**

2 Source C.

   (a) Why might women have 'looked down on' the processes of cloth-making and found them unpleasant?

   ....

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   .... **[2]**

   (b) 'combed out and prepared'. Describe how wool was prepared for spinning.

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   .... **[3]**

3 Source A and source C.

   Compare the daily work of Amymone and the housekeeper.

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   .... **[4]**

4 Source A, source B and source C.

'The sources tell us more about what people thought of women than about women themselves.'
How far do you agree with this statement?

Marks are awarded for the quality of written communication of your answer.

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[Turn over

Questions 5 and 6 refer to sources D, E and F in the Insert.

5 Source D, source E and source F and use any other sources on chariot-racing that you have studied.

   You want to describe a day at the Circus Maximus to people who know nothing about it.

  (a) How useful are these sources for explaining what happened at the Circus Maximus?

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   .... **[6]**

  (b) How far do the sources explain why the Circus was so popular?

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  (c) If you had to choose one of sources D or E to explain chariot-racing, which would you choose? Give reasons for your answer.

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6 Sources D, E and F.

In addition to chariot-racing, what other aspects of life in ancient Rome do these sources provide evidence for? Give examples.

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.... **[6]**

Paper Total: [50]

Copyright Acknowledgements:

Sources

OXFORD CAMBRIDGE AND RSA EXAMINATIONS

GCSE

LATIN A405

Unit A405: Sources for Latin (Higher Tier)

Specimen Mark Scheme

The maximum mark for this paper is 50.

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Question Number	Answer	Max Mark
1(a)	**How does the writer of source A make his readers see wool-making as a virtue?**	[3]
	Candidates might include: reference to cloth-making as the role of a good wife/daughter, granddaughter; cloth-making mentioned in context of other virtues in epitaph and in other similar inscriptions; cloth-making as being virtuous because old-fashioned; as a sign of a good/traditional upbringing. As well as sources previously studied, candidates might also use source C, which implies that cloth-making is a virtue. Some candidates might mention that epitaph is idealised/it could also be done by women who did not have these virtues.	
(b)	**Why might Augustus have worn clothes that the women in his household did <u>not</u> make?**	
	Candidates might include: clothes for grand occasions might have been too complicated to produce at home; the women in the household were not sufficiently practised if it was unusual for women of their rank to spin at all (evidence might include Suetonius' surprise at the women spinning at all); Augustus more concerned that the women should spin than that he should wear homespun.	[2]
2(a)	**Why might women have 'looked down on' the processes of cloth-making and found them unpleasant?**	[2]
	Candidates might include: preparing raw fleece (dirty and smelly); having to take wool to fuller; boring/laborious nature of task; exertion of weaving; association with slaves and other menial tasks performed by slaves.	
(b)	**'combed out and prepared'. Describe how wool was prepared for spinning.**	[3]
	Burrs and dirt removed. Tufts pulled from fleece, combed/straightened, formed into loose roll for spinning.	
3(a)	**Compare the daily work of Amymone and the housekeeper.**	[4]
	They would both have done spinning and weaving. But Amymone would have made clothes for herself and family while the housekeeper would have made them for fellow slaves. They would both would have supervised slaves and running of house; Amymone would have supervised her children, which housekeeper may not have done.	

Question Number	Answer	Max Mark
4	**'The sources tell us more about what people thought of women than about women themselves.' How far do you agree with this statement?**	**[12]**
	This is an indicative mark scheme and marks should be awarded for any reasonable points that are substantiated from the sources.	
	Candidates might include:	
	• points about authors of the sources being men expressing their views; almost total absence of evidence left by women themselves;	
	• references to women in sources used to make statements about domestic virtues, motherhood, politics (Augustus' return to old-fashioned values), economy (Amymone, Columella);	
	• move to mass production of cloth not necessarily due to women's vanity.	
	Candidates might also include:	
	• sources do give facts about women's everyday life, marriage, information about their work (slaves as well as free women);	
	• many portraits of women seem genuine (e.g. Pliny).	
	Higher marks should be awarded for:	
	• balanced answer;	
	• reference to variety of sources to support argument;	
	• showing awareness of bias and limitations of sources as well as information given in sources.	
	Lower marks should be given where:	
	• there is little attempt to address incompleteness of sources/bias;	
	• there are few references to sources and not used to support argument;	
	• there is little attempt to evaluate factual information provided by sources.	
5 **(a)**	**You want to describe a day at the Circus Maximus to people who know nothing about it.** **How useful are these sources for explaining what happened at the Circus Maximus?** Candidates might include: Source D • shows chariots racing with horses • turning-posts indicate race was run in laps and skill needed to get round • shows some detail of charioteer's dress and equipment Source E • horseracing with chariots • also social occasion for men and women • chariots start from gates • colours worn by charioteers	**[6]**

Question Number	Answer	Max Mark
	• dangers at turning-posts and skill needed • possibility of replay • large crowds, smartly dressed (togas) Source F • charioteers cheered on as celebrities • early age at death indicates dangers of Circus. All sources • excitement of event • competitiveness. Sources used other than D. E and F in Insert. Candidates might refer to texts, mosaics or other artefacts, and might include similar points to those listed above. Credit should be given for other points derived from source, including any that are not mentioned in sources D-F, e.g.: • interest of emperor and possible presence • procession of statues of gods • description of crash or accident Answers in the form of a guide book, letter, invitation or other empathetic format should be credited for factual content/understanding and evaluation provided points from the list above are included. Marks should not be given for creative writing alone. Any reasonable points substantiated by texts. Stronger answers may analyse evidence, discern bias/exaggeration/distortion or may comment on the evidence of a picture as distinct from texts. Weaker answers may list facts derived from sources without evaluation.	
(b)	**How far do the sources explain why the Circus was so popular?**	**[6]**
	Candidates might include: Source D • conveys speed and excitement of spectacle • but does not show size of Circus, numbers of spectators or their reactions Source E • indicates popularity of occasion both as an event and opportunity for socialising • large crowd: spectators have to squash together • conveys unpredictability of outcome which adds excitement • demonstrates skill of charioteers which would have increased enjoyment • but Ovid is not there just for the race and may have exaggerated excitement and strong feelings of crowd Source F • use of words 'famous', 'idol,' 'cheering', 'applause', 'doting' all indicate popularity • 'jealousy' even of Fate poetic way of conveying rivalry among charioteers • but more about personal popularity of this charioteer than about popularity of Circus as a whole • might be exaggerated as it is an epitaph. Sources used other than D. E and F in Insert	

Question Number	Answer	Max Mark
	Candidates might refer to texts, mosaics or other artefacts, and might include similar points to those listed above.	
	Credit should be given for other points derived from source, including any that are not mentioned in sources D-F, e.g.:	
	• Circus shows used by politicians and emperors to 'bribe' the people • expense of events • critical comments about fanaticism of supporters	
	Any reasonable points substantiated by texts, which should include some indication of the limitations of one or more of the sources, as indicated in points above.	
	Stronger candidates may analyse evidence, discern bias/exaggeration/distortion. Weaker candidates may list facts derived from sources without evaluation.	
(c)	**If you had to choose one of sources D or E to explain chariot-racing, which would you choose? Give reasons for your answer.**	**[6]**
	Source D. Candidates might give the following reasons;	
	• shows direction of race • indicates skill required to steer four horses • shows turning-post, both function and appearance • explains how important turning-post was, how it tested skill, how chariot behind could get in front at this point • conveys excitement and tension of event.	
	Source E. Candidates might give the following reasons:	
	• indicates direction of race ('left-hand rein') • explains crucial role of turning-post – skill needed, danger of being overtaken or of catching wheel • gives vivid picture of crowd as well as race • evidence of women's attendance and enthusiasm • evidence that even those like Ovid who reckoned not to be experts were familiar with event.	
	Candidates might mention comparative usefulness of visual or written source or may comment on the evidence of a picture as distinct from texts, e.g.:	
	Source D	
	• visual source actually shows what a chariot with its horses and charioteer looked like • event depicted on ancient artefact conveys its importance to Romans.	
	Source E	
	• text can give whole narrative and convey atmosphere • illustrates whole event, from starting-gate to finishing line.	
	Any reasonable points. Either source could be chosen, but candidates must refer to text/picture to justify choice.	

Question Number	Answer	Max Mark
6	<u>**In addition to chariot racing,**</u> **what other aspects of life in ancient Rome do these sources provide evidence for? Give examples.** Picture: dress (tunic); technology (chariot); craftsmanship of carving. Ovid: social life (day out), men/women (Ovid/girl), government (praetor), dress (women's, men's togas) Inscription: Life expectancy (26 considered young)	**[6]**
	Paper Total:	**[50]**

Marking grid for 12-mark questions

Level	Mark ranges	Characteristics of performance
		• Choice and use of evidence; • Understanding of sources and evidence; • Engagement with the question; • Accuracy of writing; • Control of appropriate form and style; • Organisation and use of technical vocabulary.
4	10-12	• A good range of well-chosen evidence covered in detail, facts are derived from the sources; • Strong awareness of bias and limitations of sources; • Answer well-directed at the question; • Legible, fluent and technically very accurate writing; • Sustained control of appropriate form and register; • Very well structured and organised argument; technical terms accurately and effectively used.
3	6-9	• An adequate range of relevant evidence, some facts are derived from the sources; • Basic awareness of bias and limitations of sources • Answers slightly less focused on the question; • Legible and generally accurate writing, conveying meaning clearly; • Limited control of appropriate form and register; • Argument is organised, some technical terms accurately used.
2	3-5	• Few examples of relevant evidence, few facts are derived from the sources; • Limited awareness of bias and limitations of sources • Limited engagement with the question; • Legible but there are some errors, clarity not obscured; • Very limited control of form and register; • Argument coherent even if cumbersome or underdeveloped, simple technical terms used appropriately.
1	0-2	• Little or no attempt made to link facts with evidence, which may be irrelevant; • Little or no attempt to address the incompleteness of sources/bias; • Little or no engagement with the question; • Writing not consistently legible, may at time be difficult to read and/or contain many errors of spelling, punctuation and grammar; • Little control of form or register; • Argument difficult to discern, technical terms inaccurately used or omitted.

Quality of Written Communication (QWC): the QCA guidance stipulates that all three strands of QWC must be explicitly addressed - hence in the marking grid the presence of bullet points 4-6. In assigning a mark, examiners must first focus on bullet points 1-3 to decide the appropriate Level using the Indicative mark scheme to inform their judgement. They should then consider the evidence of QWC to help them decide where, within the Level, it is best to locate the candidate's mark.

Marking grid for 6-mark questions

Level	Mark ranges	Characteristics of performance
		• Choice and use of evidence; • Understanding of sources and evidence; • Engagement with the question.
4	5-6	• A good range of well-chosen evidence covered in detail, facts are derived from the sources; • Strong awareness of bias and limitations of sources; • Answer well-directed at the question.
3	3-4	• An adequate range of relevant evidence, some facts are derived from the sources; • Basic awareness of bias and limitations of sources; • Answers slightly less focused on the question.
2	1-2	• Few examples of relevant evidence, few facts are derived from the sources; • Limited awareness of bias and limitations of sources; • Limited engagement with the question.
1	0	• Little or no attempt made to link facts with evidence, which may be irrelevant; • Little or no attempt to address the incompleteness of sources/bias; • Little or no engagement with the question.

Assessment Objectives Grid (includes QWC)

Question	AO2	Total
1-10	50	**50**
Total	**50**	**50**

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